

Performance : “Once more unto the breach, dear friends, once more”
The modern and repeated themes of patriotism, politics, power and pain.
“Let slip the dogs of war....again.”

Performance by the actors of the Utah Shakespearean Festival

Workshops:

Characters created through Physical, Vocal and Emotional Recall

Stage combat

Art Form Theatre
Grade Level 6th

Pre-talk and Performance

Standard I obj. 1;

Standard III, obj. 1

Standard IV, obj. 1,

Workshops

Standard I obj. 1; obj 2

Standard II, obj. 1, 2, 3

Lesson Goal:

Performance

Teachers will observe and participate in a performance with excerpts from the works of *Macbeth*, *Henry V*, *Henry VI part 3* and *Julius Caesar*. Portions of *Irwin Shaw's Bury the Dead* will also be performed. Teachers will actively discuss the application of the modern and Shakespeare text. Do past and modern speeches move us to action, do these actions have consequences and how do these speeches motivate us? What manipulative devices do Shakespeare's politicians employ?

Departure question for Performance: Can Drama be utilized as a tool for teaching social change in our classroom, our community our nation and our world?

Workshops: (two workshops taught simultaneously, teachers rotate to each)

Character work through physicalization, vocalization and emotional recall:

Teachers will observe performances of scenes where physical action and vocal interpretation are combined to imbue meaning. Teachers will create physical characters and interpretively deliver texts. Through workshop activities the teachers will create their own characters and performances of line segments. Teachers will gain tools that enhance a participants' performance. Teachers will demonstrate and differentiate between choices actors choose while performing.

Stage Combat

Teachers will learn and demonstrate stage combat techniques, including: slap, punch and hair pull.

Departure Questions for Character Workshop: Can a participant increase his effectiveness of persuasion by allowing the inner clues in a piece to color a performance?

Can a teacher utilize the tools of physicalization, vocalization and emotional recall in a scene so students can better relate to, understand and thus, perform a scene?
Choosing when to employ the specific intentions and qualities of a text determine a performer's effectiveness when delivering a message.

Procedures:

Character workshop

Warm-up with Environment (participants assume characters within a given environment.)

Colors (participants assume characters based on Colors.)

Characters (participants assume stereotypes, add physical attributes)

Discuss needs of informal scene the participants will create.

Adjective game (participants move about the room in manner of the adjectives thrown out by workshop guide.)

Vocal shift: Discuss vocal needs of scene

Oh, Ahh, Eee

Onomatopoeia game

Participants take line of Shakespeare text and pre-determine their delivery intent.

Participants deliver super-imposed lines.

Participants perform line again, line speaking for itself, without pre-conceived intent.

Reverse process with another section of verse, first let line speak, then pre-determine intent.

Discuss: where was the message most effectively or honestly told? Is "effectively told" and "honestly told" the same thing?

Add Physicalization to lines/ moods, colors, characters.

Discuss emotional recall.

Add emotional recall about a specific event in their life.

Add inner dialogue about that event.

Deliver lines based on Emotional recall

Discussion of clues within the text, important to know clues within the text.

How does emotional recall propel the line?

Q/A discussion concerning how physicalization, vocal interpretation and emotional recall imbue a line with power.

Stage Combat:

Warm-up: The Assassination game

Participants gather with partners.

Learn Rules of Safety: Sacred Triangle

1-Eye contact 2- Distance 3-Preparation 4-Execution 5-Sell

Participants with guided lesson perform punch, slap, hair pull

Q/A discussion on safety, utilization of physical qualities.

Indicators of Success in Accomplished Lesson Goal:

*Teachers will observe performance and actively engage in talkback following production.

Participants will actively create characters based on their Environment, Colors, Moods and Stereotypes.

Participants will create characters based on their own assumptions of intent regarding the meaning of a line.

Participants will recall an emotional event and will share it by imbuing a line with the emotion of that event.

Participants will orally repeat and recall the rules of safety for stage combat.

Participants will throw a punch, slap and execute a hair pull.

*Observing teachers will select five units that could be explored through a drama activity.

Key Words/Vocabulary:

Warm-up: initiating exercise that focuses and prepares the students for the creative event.

Creative dramatics: dramatic activities that utilize a child's natural ability to play.

Magic if: If I ever was in this position, this is how I would behave

Emotional Recall: recalling a real emotional event in a participant's life and using it to enhance a performance, identifying the actor with the character.

Knap: the sound of a hit created during a stage combat scene.

Materials:

List of colors, adjectives, environments and characters for students to play.

Lines for workshop participants to interpret

Prior Knowledge and Experiences:

Students will have participated in warm-up activities.

Preparation Helps

Teachers should be familiar with Theatre Core Standards I-IV. Activities similar to the ones that are being implemented are contained within the state Drama core.

Questions that will guide this lesson:

Can Drama be utilized as a tool for teaching social change in our classroom, our community, our nation and our world?

Do different environments, colors, moods or people cause us to behave differently?

Do we behave differently based on our own actions or the actions of others?

Show us how we behave differently based on a different environment?

Do we speak differently when we are in different places?

What do words tell us about how they should be delivered?

How does a line tell us how it should be delivered?

Are we delivering a line the way "we" want to deliver it or the way it should be delivered?

Have you ever been in a situation similar to this?

How did you feel?

What did you do and how did you feel?

Can saying this line while you're feeling that way change the intent of your line?

Can a teacher utilize the tools of physicalization, vocalization and emotional recall in a scene so students can better relate to, understand and thus, perform a scene.

